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ABSTRACT

A project to develop a competency-based curriculum to support implementation of tech prep intergenerational programs throughout Texas was begun in summer 1992. A preliminary career ladder for intergenerational occupations was composed and revised. A task analysis was conducted. A survey to which 285 of the 547 health care professionals, secondary and postsecondary educators, and professionals in related fields receiving questionnaires responded was used to identify competencies common to the intergenerational cluster and specific to occupations therein. The identified competencies were formulated into an intergenerational program matrix that was later used to identify 106 competencies for the secondary-level course of study. Further identification of competencies and content for the postsecondary level of the program was left for the subsequent project year. The possibilities for articulation between the broad-based intergenerational tech prep program area and that of previously developed tech prep programs with narrower occupational foci were analyzed, and curriculum materials for the new program were developed. Work to establish a vehicle for communications between consortia throughout Texas that are currently implementing or planning tech prep intergenerational programs was also begun. (MN)

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FINAL REPORT

TECH PREP INTERGENERATIONAL CURRICULUM DEVELOPMENT PROJECT

Marilyn Wragg
Executive Director

Lynn Perrin
Consortium Project Director

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August, 1993

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TEXAS HIGHER EDUCATION COORDINATING BOARD
PY 92 END OF YEAR REPORT
JULY 1, 1992 - JUNE 30, 1993

EXECUTIVE SUMMARY

Texas Tech University — Postsecondary Institution

33170006 — Project Number

PROJECT TITLE: Tech Prep Intergenerational Curriculum Development Project

PROJECT DIRECTOR: Lynn Perrin (Principal Investigator: Marilyn Wragg)

1. Purpose of Project: To develop competency-based curriculum to support statewide implementation of Tech Prep intergenerational programs

2. Summary of Goals and Objectives Accomplished:

See the Executive Summary attached as Appendix A

SUBCONTRACTORS: None

CONSULTANTS: Joyce Cheatham, Doris Dixon, Shridhar Chikodi, Terry Lovett, Kathy King

COORDINATING AGENCIES: Texas Higher Education Coordinating Board, Texas Education Agency, Texas Department of Commerce

PRODUCTS: Target Occupations/Career Pathways Model; Intergenerational Program Matrix; Intergenerational Professions Scope and Sequence (Secondary Level); Intergenerational Professions Instructional Guide (Secondary Level)

STUDENTS SERVED BY CATEGORY*

Disabled	
Disadvantaged	
LEP	
Single Parents	
Sex Bias	
Individuals in Correctional Institutions	
Other (Identify)	
TOTAL	

*All eligible populations are targeted. No intergenerational programs were scheduled for implementation during the 1992-93 project year.

BUDGET SUMMARY INFORMATION

Programmatic	
Administration (5%)	
TOTAL EXPENDITURES	

*Provide numbers served for all relevant groups.

CB-421

A. Executive Summary
Tech Prep Intergenerational Curriculum Development Project

Objectives	Activities/Results
1. To identify specific occupations encompassed by the intergenerational occupational cluster through input from business, industry, and consortia.	A preliminary career ladder for intergenerational occupations was composed by the Intergenerational Curriculum Committee, which met in San Antonio 8/31-9/1/92. Based upon the preliminary career ladder developed at the summer curriculum meeting and upon occupational resources procured in the resource search, an Intergenerational Target Occupations/Career Pathways Model was formulated. The Target Occupations/Career Pathways Model was revised by the Project Advisory Committee during the meeting held in November. At the meeting, additional specific health occupations and occupational titles for well-elder services were included.
2. To conduct task analyses for Tech Prep intergenerational programs, identifying and validating competencies common to the intergenerational occupational cluster and specific to occupations within that cluster.	Thorough review was conducted of skills inventories obtained through the South Plains Quality Work Force Planning regional office and of competencies addressed in curriculum nationwide. Findings resulted in: • identification of nine duty areas for caregiving occupations • formulation of a draft Intergenerational Program Matrix consisting of job skill competencies for the intergenerational occupational cluster The nine duty areas and draft Program Matrix were presented to the advisory committee during the November meeting for formative evaluation and validation. Some competencies were added, some deleted, and some revised. An instrument to identify and validate intergenerational competencies was developed on the basis of the revised Program Matrix. The survey instrument was reviewed by a panel of experts, pilot-tested, and adjusted according to input. Survey participants were identified through recommendation and referral of advisory committee members and others interested in the project. The sample included child, elder, and health care professionals; health occupations and home economics teachers; administrators; postsecondary educators; and other professionals in related fields. Surveys were mailed to 547 participants; 285 were returned. Initial data analysis revealed validation of proposed competencies with few changes and few additions suggested. Data are being further analyzed, as curriculum development proceeds on the basis of Program Matrix competencies, with changes incorporated.

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A. Executive Summary – Page 2
Tech Prep Intergenerational Curriculum Development Project

Objectives	Activities/Results
3. To identify content appropriate to each level of the program, both secondary and postsecondary.	Investigative research was conducted on curriculum within the intergenerational focus and on related Tech Prep programs across the country. Materials were procured from the American Vocational Association, Center for Occupational Research and Development, Michigan Center for Career and Technical Education, Extension Instruction and Materials Center/UT Austin, Illinois Vocational Curriculum Center, the Southeast Curriculum Coordination Center at Mississippi State University, and the Tech Prep coordinator for the state of Pennsylvania. Advisory committee members at the November meeting worked to identify proposed competencies which needed to be addressed at the foundation-level intergenerational course; this input, along with additional input which will be obtained from the May advisory committee meeting, will facilitate identification of content appropriate for the secondary-level courses. The Intergenerational Program Matrix served as the framework for the development of the Scope and Sequence, which includes 106 competencies for the Intergenerational Professions secondary-level course of study. The *Intergenerational Professions Instructional Guide* includes secondary-level curriculum for a two-year course of instruction currently identified as Intergenerational Professions I and II. Participants attending the June 22-23 Intergenerational Project Advisory Committee discussed competencies to be addressed at the postsecondary level. Further identification of competencies and content appropriate for the postsecondary level is a focus of the 1993-94 project year.
4. To analyze the interrelationship and articulation possibilities between the broad-based intergenerational Tech Prep program area and curricula and that of previously developed Tech Prep programs which are more narrow in occupational focus.	Because the intergenerational focus incorporates early childhood professions, services for the elderly, and health occupations, project staff have collaborated with educational and professional representatives from each of these areas. • Perrin and Wragg attended the Tech Prep Health Occupations Curriculum Committee summer meeting to gain insight into the health component of the intergenerational curriculum and to participate in development of the health occupations six-year plan and Technical Course Equivalency Guide.

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A. Executive Summary – Page 3
Tech Prep Intergenerational Curriculum Development Project

	Activities/Results
4. (Continued from page 2)	• Vocational Program Directors for Health Occupations and Home Economics Education at the secondary level (Texas Education Agency) have been consulted and invited to serve on the advisory committee in order to build upon and facilitate articulation with existing secondary programs and courses. • Input and surfacing of program and articulation issues were obtained from tri-agency representatives during the Reapplication Meeting attended by Wragg in March.
5. To identify existing instructional materials and recommend prioritized development of competency-based curriclum and/or mastery examinations needed to support the Tech Prep intergenerational program area.	Existing literature, curriculum materials, and related resource materials have been reviewed. Those resources most relevant to the intergenerational area of study were procured for use in identification of competencies and development of curriculum. Appropriate materials will be recommended in the *Intergenerational Professions Instructional Guide* as supplemental resources.
6. To develop curriculum materials for the intergenerational Tech Prep program to be taught at the secondary level.	At the summer Intergenerational Curriculum Committee meeting the following items related to curriculum were drafted: • a career ladder for intergenerational occupations • a six-year plan for the Tech Prep Intergenerational Program • course sequences for the Technical Course Equivalency Guide Because the intergenerational program is new and as yet not clearly defined, the committee recognized that the results represented a "working draft." Identification of competencies, which will serve as the framework for individual program development, has been previously summarized. Actual writing on the project product for use at the secondary level, the *Intergenerational Professions Instructional Guide*, was begun in January. Two contract writers were procured to assist Perrin in composing the curriculum guide. The guide, based on competencies validated through the survey process, consists of teaching strategies, teaching aids, and recommended resources for teaching content related to each competency.

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A. Executive Summary – Page 4
Tech Prep Intergenerational Curriculum Development Project

Objectives	*Activities/Results*
6. (Continued from page 3)	Participants attending the June 22-23 Advisory Committee meeting, including representatives of school districts planning to implement the Intergenerational Professions program in the fall of 1993, were given opportunities to preview the Intergenerational Professions curriculum developed to date. The *Intergenerational Professions Instructional Guide* format includes identification of teaching strategies which integrate academic skills in the areas of math, science, language arts, and social studies, and which provide students opportunities to master the SCANS competencies and foundation skills. The final stages of curriculum development included the completion of text writing, designing and production of teaching aids, development and production of the appendices, and draft copy editing.
7. To provide a vehicle for communications between consortia statewide who are currently implementing or planning to implement intergenerational Tech Prep programs. This vehicle would also provide a means to monitor and report on future piloting of intergenerational curriculum within participating consortia.	Project staff planned and hosted the Tech Prep Intergenerational Curriculum Committee meeting held 8/31-9/1/92 attended by thirty-one persons representing ten Tech-Prep consortiums. Progress reports and results of the advisory committee meeting have been shared with consortium participants. Oral reports have been presented at Tech Prep Directors meetings. Information has been shared individually with consortia planning to implement intergenerational programs in the spring or fall; draft materials have been shared while in process of finalizing competencies and curriculum materials.

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